Mock Elections

Classroom
Curriculum

VOTE

The 1828 Campaign of Andrew Jackson and the Growth of Party Politics

LESSON OVERVIEW

The 1828 Campaign of Andrew Jackson and the Growth of Party Politics: Lesson Overview

Introduction

Changes in voting qualifications and participation, the election of Andrew Jackson, and the formation of the Democratic Party—due largely to the organizational skills of Martin Van Buren—all contributed to making the election of 1828 and Jackson's presidency a watershed in the evolution of the American political system. The campaign of 1828 was a crucial event in a period that saw the development of a two-party system akin to our modern system, presidential electioneering bearing a closer resemblance to modern political campaigning, and the strengthening of the power of the executive branch.
In this unit, students analyze changes in voter participation and regional power, and review archival campaign documents reflecting the dawn of politics as we know it during the critical years from 1824 to 1832.

Guiding Questions

- How did changes in the electorate affect the election of 1828?
- How were party politics reflected in the campaign of 1828?
- What was the source of Andrew Jackson's popularity?
- What was the importance of Andrew Jackson's popularity?
- What were the positions of the fledgling Democratic Party and its opposition?

Learning Objectives

After completing the lessons in this unit, students will be able to:
- Give examples to indicate how the franchise was extended in the first half of the 19th century.
- Discuss possible effects of the extension of the franchise on the election of 1828.
- Make a connection between changes in voting participation and the election of 1828.
- Describe regional factors evidenced by the voting results in the election of 1828.
- Analyze campaign materials from 1828.

Preparing to Teach This Curriculum Unit

- Review each lesson plan. Locate and bookmark suggested materials and other useful websites. Download and print out documents you will use and duplicate copies as necessary for student viewing.

- Download the **blackline masters for this lesson**, available here as a PDF file. Print out and make an appropriate number of copies of any handouts you plan to use in class.

- This unit is one of a series of complementary EDSITEment lessons on the early growth of political parties in the United States. Some student knowledge of the events and issues covered in the following complementary lessons is essential to a complete understanding of the presidential election of 1828.

  o **The Growth of Political Parties** covers such issues and events as the negative attitude among the Founders toward political parties, as reflected in Washington's Farewell Address; the differences in philosophy and policy between followers of Thomas Jefferson

and James Madison (who favored a less active federal government and eventually formed the Democratic-Republican Party) and the followers of Alexander Hamilton (who espoused a more powerful and active federal government and eventually formed the Federalist Party).

o **Certain Crimes Against the United States: The Sedition Act** deals with—among other issues and events—foreign affairs during the Federalist presidency of John Adams, and the political differences that contributed to the creation of the Sedition Act, which led, in turn, to the demise of the Federalist Party.

o **The Election Is in the House: The Presidential Election of 1824** touches on events in the presidential campaign of 1824, in which every candidate belonged to the Democratic-Republican Party, throwing the election into the House of Representatives, and thus setting the stage for the election of 1828. The lesson also discusses the Electoral College and the procedure to be used when an election is thrown into the House of Representatives.

- The first three lessons in this unit look at different aspects of the changes in the electorate that were occurring in the first half of the 19th century. With that background, students are better prepared to study the election campaign of 1828 in the final lesson. It is also important for students to have some knowledge of the controversial election of 1824. For relatively brief yet comprehensive background on the election of 1824 and the election of 1828 and its aftermath, read the following one-page articles from **Digital History**, a project of the **Gilder Lehrman Institute of American History**, a link from the EDSITEment-reviewed resource **History Matters**:
  o **Emergence of a New Party System**
  o **The Presidency of John Quincy Adams**
  o **The Presidency of Andrew Jackson**

If time permits, some students would benefit from the background gained through reading the essays as well.

- Throughout this unit, but especially in the culminating activity for **Lesson Four**, below, students read and analyze a variety of primary documents. The following materials from EDSITEment-reviewed resources may be useful to teachers seeking expert advice on the use of primary documents:
  o **Using Primary Sources in the Classroom** on **American Memory**
  o **Document Analysis Worksheets** and **History in the Raw** on **Digital Classroom**
  o **Making Sense of Evidence** on **History Matters**
    The **Document Analysis Worksheets** on **Digital Classroom**, particularly the **Written Document Analysis Worksheet** and **Cartoon Analysis Worksheet**, may also be helpful to students preparing to interpret primary documents.

The 1828 Campaign of Andrew Jackson and the Growth of Party Politics: Lesson Overview

Unit Lessons
Lesson One: Expansion of the Voting Base Before and After 1828
Lesson Two: Changes in Voting Participation
Lesson Three: Territorial Expansion and the Shift of Power
Lesson Four: Issues in the Election of 1828 (and Beyond)

Selected EDSITEment Websites
- **American Memory** [http://memory.loc.gov/]
    - **Address of the General Committee of Republican young men of the City of New York, friendly to the election of Andrew Jackson ... [New York 1828]** [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field (DOCID+@lit(rbpe11701100))]
    - **A Century of Lawmaking** [http://memory.loc.gov/ammem/amlaw/lawhome.html]
    - **Elections the American Way: Issues** [http://memory.loc.gov/ammem/ndlpedu/features/election/issues4.html]
    - **The Governor of Florida** [Regarding the administration of General Andrew Jackson in Florida]. [Florida? 1828?] [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field (DOCID+@lit(rbpe01400200))]
    - **Immorality** [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName= rbpe02/rbpe026/02603600/rbpe02603600page.db&recNum=0]
    - **Jackson a negro trader. From the Nashville Banner and Whig. To the public.** [Signed] Boyd McNairy. 14th July 1828 [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName= rbpe17/rbpe174/17401600/rbpe17401600.db&recNum=0]
    - **Jackson triumphant in the great city of Philadelphia** [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName= rbpe18/rbpe186/18601100/rbpe18601100page.db&recNum=0]
    - **Serious appeal!** [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName= rbpe18/rbpe186/18601500/rbpe18601500page.db&recNum=0]
    - **To the Free Voters of the State of Maryland** [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field (DOCID+@lit(rbpe02903500))]
    - **To the freemen of Maryland. Read, pause, and reflect. facts! Stubborn facts! ... [Signed] Anthony Wayne. [blank] [1828] Full Text Version** [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field (DOCID+@lit(rbpe02903600))]
    - **To the Public (accusing General Jackson and others of fraudulent land deals, 1828)** [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName =rbpe17/rbpe174/17401700/rbpe17401700.db&recNum=0]
    - **The Voice of Virginia!** [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName =rbpe09/rbpe092/09201000/rbpe09201000page.db&recNum=0]

- **The American President**
  [http://www.americanpresident.org/]
    - **Andrew Jackson**
      [http://www.americanpresident.org/history/andrewjackson/]
    - **Andrew Jackson: Biography**
      [http://www.americanpresident.org/history/andrewjackson/biography/]
    - **Andrew Jackson: Campaigns and Elections**
      [http://www.americanpresident.org/history/andrewjackson/biography/
      CampaignsElections.common.shtml]
    - **Andrew Jackson: Domestic Affairs**
      [http://www.americanpresident.org/history/andrewjackson/
      biography/DomesticAffairs.common.shtml]
    - **The Power of the People**
      [http://www.americanpresident.org/history/andrewjackson/
      biography/resources/Articles/KunhardtJacksonBio.article.shtml]
- **American Studies at the University of Virginia**
  [http://xroads.virginia.edu/]
    - **Old Hickory Campaign** (background)
      [http://xroads.virginia.edu/~ug02/reno/jackson.html]
    - **Territorial Expansion Map for1790**
      [http://xroads.virginia.edu/~MAP/TERRITORY/1790map.html]
    - **Territorial Expansion Map for1830**
      [http://xroads.virginia.edu/~MAP/TERRITORY/1830map.html]
    - **Territorial Expansion Maps**
      [http://xroads.virginia.edu/~MAP/terr_hp.html]
- **The Avalon Project**
  [http://www.yale.edu/lawweb/avalon/avalon.htm]
    - **Constitution of Georgia (1777)**
      [http://www.yale.edu/lawweb/avalon/states/ga02.htm]
    - **Constitution of Maryland (1776)**
      [http://www.yale.edu/lawweb/avalon/states/ma02.htm]
    - **Constitution of New York (1777)**
      [http://www.yale.edu/lawweb/avalon/states/ny01.htm]
    - **Constitution of North Carolina (1776)**
      [http://www.yale.edu/lawweb/avalon/states/nc07.htm]
    - **Constitution of Pennsylvania (1776)**
      [http://www.yale.edu/lawweb/avalon/states/pa08.htm]
    - **Constitution of South Carolina (1778)**
      [http://www.yale.edu/lawweb/avalon/states/sc02.htm]
- **Explore DC** [http://www.exploredc.org/index.php]
    - **The White House**
      [http://www.exploredc.org/index.php?id=65]
    - **White House Historical Association**
      [http://www.whitehousehistory.org/]
    - **An Emerging Party and a Long Campaign**
      [http://www.whitehousehistory.org/04/subs/04_b_1828a.html]

- **Marketing a Candidate**
  [http://www.whitehousehistory.org/04/subs/04_b_1828a.html]
- **VOTER PARTICIPATION IN PRESIDENTIAL
  ELECTIONS BY STATE: 1824-1836**
  [http://www.whitehousehistory.org/04/subs/1828_f.html]
- **Dave Leip's Atlas of U.S. Presidential Elections**
  [http://www.uselectionatlas.org/]
- **Interactive Election Results for 1820**
  [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
  pe1820.html]
- **Interactive Election Results for 1824**
  [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
  pe1824.html]
- **Interactive Election Results for 1828**
  [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
  pe1828.html]
- **Interactive Election Results for 1832**
  [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
  pe1832.html]
- **Interactive Elections Results for 1836**
  [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
  pe1836data.html]

- **Harp Week**
  [http://www.harpweek.com/]
  - **American Political Prints 1766-1876**
    [http://loc.harpweek.com/default.asp]
  - **GENL. ANDREW JACKSON. 1828. PROTECTOR & DEFENDER
    OF BEAUTY & BOOTY. ORLEANS**
    [http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?
    MaxID=25&UniqueID=13&Year=1828&YearMark=182]
  - **JACKSON DELEGATE TICKET. No "favored few, booted and spurred,
    ready to ride us legitimately by the grace of God."**
    [http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?
    MaxID=25&UniqueID=14&Year=1828&YearMark=182]
  - **JACKSON TICKET. Agriculture, Commerce and Manufactures.**
    [http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?
    MaxID=25&UniqueID=17&Year=1828&YearMark=182]
  - **JACKSON TICKET. AMERICAN SYSTEM. Speed the plough,
    the Loom & the Mattock.**
    [http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?
    MaxID=25&UniqueID=18&Year=1828&YearMark=182]
  - **Some Account of some of the Bloody Deeds OF GENERAL JACKSON**
    [http://loc.harpweek.com/LCPoliticalCartoons/BrowseCartoonsNav.asp?
    MaxID=25&UniqueID=21&Direction=F&Year=182]
  - **To sweep the Augean Stable. FOR PRESIDENT, Andrew Jackson.
    FOR VICE-PRESIDENT, JOHN C. CALHOUN**

[http://loc.harpweek.com/LCPoliticalCartoons/BrowseCartoonsNav.asp?
MaxID=25&UniqueID=23&Direction=F&Year=182]

- **History Matters**
  [http://historymatters.gmu.edu/]
    - ○ **Gilder Lehrman Institute of American History**
      [http://www.gilderlehrman.org]
    - ○ **Digital History**
      [http://www.digitalhistory.uh.edu/]
    - ○ **Document List Page**
      [http://www.digitalhistory.uh.edu/documents/documents_p1.cfm]
    - ○ **Emergence of a New Party System**
      [http://www.digitalhistory.uh.edu/database/article_display.cfm?
      HHID=635]
    - ○ **The Presidency of Andrew Jackson**
      [http://www.digitalhistory.uh.edu/database/article_display.cfm?
      HHID=637]
    - ○ **The Presidency of John Quincy Adams**
      [http://www.digitalhistory.uh.edu/database/article_display.cfm?
      HHID=636]
    - ○ **The Tax History Museum**
      [http://www.tax.org/]
    - ○ **The Second American Party System**
      [http://www.tax.org/Museum/1816-1860.htm]
- **Women of the West Museum**
  [http://www.autry-museum.org/]
    - ○ **Voting Rights in America**
      [http://www.autry-museum.org/explore/exhibits/suffrage/suff_time.html]

The 1828 Campaign of Andrew Jackson: Expansion of the Voting Base

LESSON ONE

The 1828 Campaign of Andrew Jackson: Expansion of the Voting Base: Lesson One

Guiding Question

- How did changes in state constitutions tend to affect the voting population?

Learning Objectives

After completing this lesson, students will be able to:

- Give examples to indicate how the franchise was extended and limited in the first half of the 19th century.
- Cite some differences in the newly enfranchised population that could affect the way they would vote.

There was a general trend in the first half of the 19th century to extend the right to vote to more white males. Distribute the handout "Examples of Changes in the Franchise" on **pages 1-2 of the PDF file** (see **Preparing to Teach This Curriculum Unit** for download instructions). Read with the class the first two sections. In what ways did the revised constitutions of Massachusetts and New York extend voting rights? (They removed the property requirement, though New York kept it for African Americans. Massachusetts, like many states, retained a tax requirement that would prevent the poorest citizens from voting.) According to the EDSITEment-reviewed website **Women of the West Museum**, in the period from 1792-1844, the constitutions of Connecticut, Delaware, Kentucky, Maryland, New Jersey, North Carolina, Tennessee, and Virginia excluded blacks from voting, but expanded white male suffrage.

(**NOTE:** Though it's not the focus of this lesson, students should be aware that some segments of the population were actively excluded from voting during this same period. Share the excerpt from the New Jersey constitution of 1776, included in the handout. Have students read it carefully. Who could vote? Any resident worth 50 pounds-including African Americans and women, who voted in some early elections. Now read the act of 1807. It took the vote away from everyone but white males worth 50 pounds. When the financial requirement was finally dropped in 1844, only white males continued to be specified. So at the same time the right to vote was being expanded for white males, it was narrowing for others.)

There were differences from state to state in the franchise changes. Some states that dropped property requirements continued a tax payment requirement, for example. Others, like Vermont and some of the frontier states (for example, Ohio and Indiana), never had property requirements for white males.

It should be noted, as well, that in the earliest elections, electors for president had been chosen by state legislatures. But by 1828, all but two states were choosing electors for president through a popular vote. Therefore, not only were more white males allowed to vote, but that vote also had a direct effect on the outcome of presidential elections.

(NOTE: Information about the Electoral College and the presidential election of 1824 is contained in the complementary EDSITEment lesson **The Election Is in the House: The Presidential Election of 1824**. See the third bulleted item in the section **Preparing to Teach This Curriculum Unit**, above.)

Assessment

Students should be able to respond effectively to the following questions:

- What was happening to the right to vote in the first half of the 19th century?
- Is it likely that the newly enfranchised voters would have differences in concerns from those who had already been voting? Due to what factors?

Look at the following list of hypothetical people living in the U.S. in 1828. Identify whether each individual would probably have been enfranchised after 1800, disenfranchised since 1800, or enfranchised previous to 1800. Help the students think about the likely differences in the concerns of each that might affect voting, if s/he had the franchise:

- A New Jersey widow whose husband left her a small fortune and a successful shipbuilding business.
- A New Jersey tradesman who makes inexpensive chairs by hand in a home-based manufacturing business. His clients often pay with goods and/or services. The tradesman rents his modest home very inexpensively.
- A wealthy New Jersey male who owns a profitable shipbuilding business after inheriting it from his father five years ago.
- A New Jersey tradesman whose home-based blacksmithing business finally turned highly profitable six years ago, at which time he began to buy up property.
- A free African-American male from Massachusetts who owns a successful lumber yard.
- A farmer from Massachusetts who does very little cash business, instead relying on barter and self-sufficiency.
- A hunter and trapper who has lived in the same squatter's cabin in northwestern New York for 10 years.
- A sergeant who has served in the New York militia for 20 years.
- A free African American who sold his lumber yard in Massachusetts for a large profit and recently moved to New York City to buy a successful cabinet-making shop.

Ask volunteers to create other "characters" to discuss in a similar way.

Selected EDSITEment Websites

- **The American President**
  [http://www.americanpresident.org/]
    - **Andrew Jackson**
      [http://www.americanpresident.org/history/andrewjackson/]
    - **Andrew Jackson: Biography**
      [http://www.americanpresident.org/history/andrewjackson/biography/]
    - **Andrew Jackson: Campaigns and Elections**
      [http://www.americanpresident.org/history/andrewjackson/biography/
      CampaignsElections.common.shtml]
    - **Andrew Jackson: Domestic Affairs**
      [http://www.americanpresident.org/history/andrewjackson/
      biography/DomesticAffairs.common.shtml]
    - **The Power of the People**
      [http://www.americanpresident.org/history/andrewjackson/
      biography/resources/Articles/KunhardtJacksonBio.article.shtml]
- **Women of the West Museum**
  [http://www.autrynationalcenter.org/wow.php]
    - **Voting Rights in America**
      [http://www.autry-museum.org/explore/exhibits/suffrage/suff_time.html]

The 1828 Campaign of Andrew Jackson: Changes in Voting Participation

LESSON TWO

The 1828 Campaign of Andrew Jackson: Changes in Voting Participation – Lesson Two

Guiding Questions

- What changes in voting participation are evident in the election of 1828?
- Do the statistics indicate that Andrew Jackson's popularity was an important factor in voting participation in 1828?

Learning Objectives

After completing this lesson, students will be able to:

- Give examples to indicate how voting participation changed in the first half of the 19th century.
- Make connections between changes in voting participation and the results of the election of 1828.

In **Lesson One**, above, students saw examples of changes in state constitutions that tended to give more white males the right to vote. But did the increased right to vote translate into an increase in the percentage and totals of white males who *actually* voted? Share with the class the chart **Voter Participation in Presidential Elections by State: 1824-1836** on the website of the **White House Historical Association,** a link from the EDSITEment resource **Explore DC**. Clarify with students how to read the chart. Distribute the handout "Analyzing Changes in Voter Participation, Part 1" on **page 3 of the PDF file** (see **Preparing to Teach This Curriculum Unit** for download instructions). Working individually or in small groups, students should answer the questions. Reconvene the class and discuss students' analyses.

Now students will look for connections between the candidacy of Andrew Jackson and trends in voter participation to answer the questions on "Analyzing Changes in Voter Participation, Part 2" on **page 4 of the PDF file** (see **Preparing to Teach This Curriculum Unit** for download instructions). Working individually or in small groups, students should make comparisons between the voter totals from 1824 to 1836, in terms of the results of the popular vote for Andrew Jackson and others. Information can be gleaned from the chart **Voter Participation in Presidential Elections by State: 1824-1836** on the website of the **White House Historical Association**, a link from the EDSITEment resource **Explore DC**, and the following charts from **Dave Leip's Atlas of U.S. Presidential Elections**, also a link from **Explore DC**:

- **Interactive Election Results for 1824**
- **Interactive Election Results for 1828**
- **Interactive Election Results for 1832**
- **Interactive Election Results for 1836**

Before embarking on their analysis, some classes would benefit from reading the following relatively brief yet comprehensive essays, which provide background on the election of 1824 and the election of 1828 and its aftermath. All essays are available on **Digital History**, a project of the **Gilder Lehrman Institute of American History**, a link from the EDSITEment-reviewed website **History Matters**.

- **Emergence of a New Party System**
- **The Presidency of John Quincy Adams**
- **The Presidency of Andrew Jackson**

The 1828 Campaign of Andrew Jackson: Changes in Voting Participation – Lesson Two

(**NOTE:** Table A2 in the appendix to Alexander Keyssar's book *The Right to Vote* [Basic Books, 2000] was an invaluable source of information for state voting requirements cited in this lesson.)

Assessment

In a whole-class setting, discuss the following:

- What can we learn by making connections between voter participation and the results of the 1828 election?
- Do the data tend to prove or disprove the idea that Andrew Jackson appealed to the common man?

Here is a sample of the kinds of conclusions students might reach:

In general, voting participation tended to be much higher in states that voted solidly for Andrew Jackson than those states that went solidly for John Quincy Adams. In Massachusetts, Connecticut, and Rhode Island, which Adams won handily, voting participation was less than 30 percent, with only a small increase in participation over 1824. In more closely contested states won by Adams, such as New Jersey and Maryland, voting participation was high and had greatly increased over 1824. In general, states with very large percentage increases in voting participation tended to be closely contested or to vote solidly for Jackson. In the election of 1832, with Jackson's re-election virtually assured, voting participation tended to drop. In 1836, voting participation tended to increase again. The data indicate that Jackson's popularity was an important factor in the increase in voter participation and that first-time voters—represented by the percentage increase in voter participation—tended to vote for Jackson. There is also an indication that the increase in voter participation due to the expansion of the base and, at least in part, to Jackson's popularity, led to an extended period of higher voter participation after Jackson's presidency ended.

Selected EDSITEment Websites

- **Explore DC** [http://www.exploredc.org/index.php]
  - ○ **The White House**
    [http://www.exploredc.org/index.php?id=65]
  - ○ **White House Historical Association**
    [http://www.whitehousehistory.org/]
  - ○ **An Emerging Party and a Long Campaign**
    [http://www.whitehousehistory.org/04/subs/04_b_1828a.html]
  - ○ **Marketing a Candidate**
    [http://www.whitehousehistory.org/04/subs/04_b_1828a.html]
  - ○ **VOTER PARTICIPATION IN PRESIDENTIAL
    ELECTIONS BY STATE: 1824-1836**
    [http://www.whitehousehistory.org/04/subs/1828_f.html]
  - ○ **Dave Leip's Atlas of U.S. Presidential Elections**
    [http://www.uselectionatlas.org/]
  - ○ **Interactive Election Results for 1820**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
    pe1820.html]
  - ○ **Interactive Election Results for 1824**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
    pe1824.html]
  - ○ **Interactive Election Results for 1828**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
    pe1828.html]
  - ○ **Interactive Election Results for 1832**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
    pe1832.html]
  - ○ **Interactive Elections Results for 1836**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
    pe1836data.html]
- **History Matters**
  [http://historymatters.gmu.edu/]
  - ○ **Gilder Lehrman Institute of American History**
    [http://www.gilderlehrman.org]
  - ○ **Digital History**
    [http://www.digitalhistory.uh.edu/]
  - ○ **Document List Page**
    [http://www.digitalhistory.uh.edu/documents/documents_p1.cfm]
  - ○ **Emergence of a New Party System**
    [http://www.digitalhistory.uh.edu/database/article_display.cfm?
    HHID=635]
  - ○ **The Presidency of Andrew Jackson**
    [http://www.digitalhistory.uh.edu/database/article_display.cfm?
    HHID=637]
  - ○ **The Presidency of John Quincy Adams**
    [http://www.digitalhistory.uh.edu/database/article_display.cfm?
    HHID=636]

- o **The Tax History Museum**
  [http://www.tax.org/]
- o **The Second American Party System**
  [http://www.tax.org/Museum/1816-1860.htm]

The 1828 Campaign of Andrew Jackson: Territorial Expansion and the Shift of Power

LESSON THREE

Guiding Questions

- How did changes in the electorate affect the election of 1828?
- How were party politics reflected in the campaign?
- What was the source of Andrew Jackson's popularity?
- What was the importance of Andrew Jackson's popularity?
- What were the positions of the fledgling Democratic Party and its opposition?

Learning Objectives

After completing this lesson, students will be able to:

- Make connections between changes in voting participation and the election of 1828.
- Describe regional factors evidenced by the voting results of the election of 1828.

By 1828, the United States had changed greatly, though it was still a young country. Instead of 13 states, there were 24, and enough territory to make quite a few more. According to the U.S. Census, the population had more than tripled, increasing from 3,893,874 in 1790 to 12,785,928 in 1830. Shifts in population had changed the regional balance.

Since 1816, the tariff—a tax on imported goods—had been the primary source of funding for the federal government. Its supporters regarded the tariff as a way to support American manufacturing and agriculture by making American goods more competitive at home. The southern states objected to the tariff because it made manufactured goods more expensive. The South, largely agricultural and heavily dependent on crops like cotton, lacked the manufacturing base of the North or Great Britain. Through sales of agricultural goods, southerners purchased manufactured goods produced by their trading partners.

In this lesson, students will look at some of the demographic changes and regional differences that influenced the election of 1828.

Share some background information on the demographic changes in the early 19th century, such as this excerpt from the article **The Second American Party System** on **The Tax History Museum**, a link from the EDSITEment resource **History Matters**:

> ….the South was swimming against the demographic tide, on its way to becoming a regional minority in Congress. In the decade from 1810 to 1820, the South's rate of growth peaked at 28%, as compared with 38% for the rest of the nation. The states below the Mason-Dixon line and the Ohio River comprised 47% of the population in 1810, but only 45% just ten years later. Congressional reapportionment based on the Census of 1820 redounded to the advantage of the West and Middle Atlantic regions, where support for a protective tariff grew enthusiastically. Similarly, 8 of the 12 Senate seats added since 1816 tended to represent pro-tariff states.
>
> [In 1824,] Congressional reapportionment reflecting population increases in the Ohio Valley and the North enabled the protective tariff to pass over southern opposition.

The tariff was an important issue, but there were others. Share with students **The Presidency of John Quincy Adams** on **Digital History**, available via a link from the EDSITEment-reviewed website **History Matters**. Read from the third paragraph, which begins with, "As the only president to lose both the popular vote and the electoral vote," to the next to last paragraph, which ends with, "Some South Carolinians called for revolutionary defiance of the national government." In a whole-class setting, individually, or in small groups, have students fill in the chart "Issues in the Election of 1828" on **page 5 of the PDF file** (see **Preparing to Teach This Curriculum Unit** for download instructions).

In a whole-class setting, compare the **Territorial Expansion Map for 1790** with the **Territorial Expansion Map for 1830**, both available on the EDSITEment resource **American Studies at the University of Virginia**.

- In what way had the balance of power in the Electoral College shifted?
- What are the likely differences in concerns of voters in the Northeast, the South, and the West?

Did changes in voter participation and expansion of the electoral votes change voting patterns? Martin Van Buren, the architect of the Jacksonian-Democratic Party and Jackson's election campaign, said, "Political combinations between the inhabitants of the different states are unavoidable and the most natural and beneficial to the country is that between the planters of the South and the plain Republicans of the North."

Van Buren felt an alliance of southern planters and "plain Republicans of the North" represented a resurrection of the old Jeffersonian Democratic-Republican party against the policies and "corruptions" of the National Republicans like John Quincy Adams and Henry Clay. The alliance would favor a less intrusive federal government and a strong executive to ensure less intrusiveness. This "political combination" was also an economic one. Capitalism in the North had grown rapidly after ships built there carried rum to Africa and then slaves back to the Western Hemisphere. The profit bought rum and molasses bound for ports in the North, such as Boston. Even after slave trading ended in 1808, the slave-owning cotton growers of the South and the mills and brokers of the North were mutually dependent.

Look at the **Interactive Election Results for 1828** on **Dave Leip's Atlas of U.S. Presidential Elections**, a link from the EDSITEment-reviewed website **Explore DC**.

- Which regions tended to vote as a bloc?
- Does the electoral voting of 1828 indicate that Van Buren was successful in creating the coalition ("political combination") he desired?

Assessment

Students should be able to respond effectively to the following questions:

- What regional patterns are reflected in the voting results in 1828?
- What issues had regional implications?
- What was the strongest source of support for Jackson in the election of 1828?

Ask each student to write a statement explaining the popularity of Andrew Jackson, citing evidence from the 1828 election results.

Extending the Lesson

- For more on the tariff, students can read the article **The Second American Party System**, on **The Tax History Museum**, a link from the EDSITEment resource **History Matters**, which traces the story of the tariff from 1816 to 1828 and beyond.
- For more on how the election of 1824 set the stage for the election of 1828, students can read the article **Emergence of a New Party System** on **Digital History,** a project of the **Gilder Lehrman Institute of American History,** a link from the EDSITEment-reviewed website **History Matters**.
- For more on Jackson's term in office, read **The Presidency of Andrew Jackson**, also available on **Digital History**.

Selected EDSITEment Websites

- **American Studies at the University of Virginia**
  [http://xroads.virginia.edu/]
    - o **Old Hickory Campaign** (background)
      [http://xroads.virginia.edu/~ug02/reno/jackson.html]
    - o **Territorial Expansion Map for1790**
      [http://xroads.virginia.edu/~MAP/TERRITORY/1790map.html]
    - o **Territorial Expansion Map for1830**
      [http://xroads.virginia.edu/~MAP/TERRITORY/1830map.html]
    - o **Territorial Expansion Maps**
      [http://xroads.virginia.edu/~MAP/terr_hp.html]
- **Explore DC**
  [http://www.exploredc.org/index.php]
    - o **The White House**
      [http://www.exploredc.org/index.php?id=65]
    - o **White House Historical Association**
      [http://www.whitehousehistory.org/]
    - o **An Emerging Party and a Long Campaign**
      [http://www.whitehousehistory.org/04/subs/04_b_1828a.html]
    - o **Marketing a Candidate**
      [http://www.whitehousehistory.org/04/subs/04_b_1828a.html]
    - o **VOTER PARTICIPATION IN PRESIDENTIAL ELECTIONS BY STATE: 1824-1836**
      [http://www.whitehousehistory.org/04/subs/1828_f.html]
    - o **Dave Leip's Atlas of U.S. Presidential Elections**
      [http://www.uselectionatlas.org/]
    - o **Interactive Election Results for 1820**
      [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1820.html]
    - o **Interactive Election Results for 1824**
      [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1824.html]
    - o **Interactive Election Results for 1828**
      [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1828.html]

- o **Interactive Election Results for 1832**
  [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1832.html]
- o **Interactive Elections Results for 1836**
  [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1836data.html]

- **History Matters**
  [http://historymatters.gmu.edu/]
  - o **Gilder Lehrman Institute of American History**
    [http://www.gilderlehrman.org]
  - o **Digital History**
    [http://www.digitalhistory.uh.edu/]
  - o **Document List Page**
    [http://www.digitalhistory.uh.edu/documents/documents_p1.cfm]
  - o **Emergence of a New Party System**
    [http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=635]
  - o **The Presidency of Andrew Jackson**
    [http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=637]
  - o **The Presidency of John Quincy Adams**
    [http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=636]
  - o **The Tax History Museum**
    [http://www.tax.org/]
  - o **The Second American Party System**
    [http://www.tax.org/Museum/1816-1860.htm]

The 1828 Campaign of Andrew Jackson: Issues in the Election of 1828 (and Beyond)

LESSON FOUR

Guiding Questions

- How did changes in the electorate affect the election of 1828?
- What was the source of Andrew Jackson's popularity?
- What was the importance of Andrew Jackson's popularity?
- How were party politics reflected in the campaign of 1828?
- What were the positions of the fledgling Democratic Party and its opposition?

Learning Objectives

After completing this lesson, students will be able to:

- Make a connection between changes in voting participation and the election of 1828.
- Describe regional factors evidenced by the voting results in the election of 1828.
- Analyze campaign materials from 1828 to explain the issues on which they touch and/or the style and tone of the campaign.

1. Share with students background information on the campaigns of 1828 from the class textbook or other sources, such as these EDSITEment resources:

- **The Old Hickory Campaign** on **American Studies at the University of Virginia**. Focuses on the Old Hickory image. Somewhat difficult, but substantial.
- **Elections the American Way: Issues** on **American Memory**. Straightforward writing. A brief biography of Jackson dovetailing with a very brief account of the elections of 1824 and 1828.
- **Andrew Jackson: Campaigns and Elections** on **The American President**. Rather long, but readable, textbook-like account of the campaigns of 1824, 1828, and 1832.
- **Marketing a Candidate** on the website of the **White House Historical Association**, a link from **Explore DC**. One section of a longer, complete account of Jackson's rise and how his handlers capitalized on Jackson's image and popularity.
- **An Emerging Party and a Long Campaign** also on the **White House Historical Association** website. Another section of a longer, complete account of Jackson's rise and how his handlers capitalized on Jackson's image and popularity.
- For relatively brief yet comprehensive background on the election of 1824 and the election of 1828 and its aftermath, read the following one-page articles on **Digital History**, a project of the **Gilder Lehrman Institute of American History**, a link from History Matters:
    - **Emergence of a New Party System**
    - **The Presidency of John Quincy Adams**
    - **The Presidency of Andrew Jackson**

Review and list the important issues of the campaigns.

2. The following optional activity uses brief passages from historian Frederick Jackson Turner as a way of entering into a discussion of Jackson's image and popularity. Communicating the heroic, common-man image of Andrew Jackson was central to the campaign of 1828. On one hand, that image was created—at least in part—by the candidate's astute handlers. But why did that image resonate so strongly with the American people at that particular time? Since Frederick Jackson Turner published his text *The Frontier in American History* in 1893, historians have wondered about the effect of the frontier on

American politics and the American psyche, and the effect of the frontier persona on the election of 1828. Though historians coming after Turner have made "significant correctives of this thesis, it has had an exceptional impact upon the study of the roles of environment and geographical sections in U.S. history" (Morris and Morris, *Encyclopedia of American History, New York*: Harper Collins, 1996, 863).

What factors made Andrew Jackson widely popular? Was he the very model of a new American identity that was emerging, or did he inspire it?

If desired, review biographical information about Jackson from the class text or a source such as **Andrew Jackson: Biography** on the EDSITEment-reviewed website **The American President**. Then, if desired, read the brief excerpts about Jackson in the handout "From *The Frontier in American History* by Frederick Jackson Turner" on **page 6 of the PDF file** (see **Preparing to Teach This Curriculum Unit** for download instructions).

Turner calls Jackson "the very personification" of "frontier democracy."

- What are the most important characteristics of "frontier democracy"?
- What elements of frontier democracy does Jackson personify? In what ways?
- What other aspects of Jackson's reality and/or image may have had special appeal?
- Was Jackson's appeal as the "common man" related to his image as a man of the frontier? In what ways?
- Jackson also appealed to people as a self-made man, planter, and military man. In what way, if any, does each of these relate to the frontier?
- Are any of the following images cultivated by politicians today? (NOTE: Avoid discussion of specific politicians.)
    - Believer in the Individual over Institutions
    - Common Man
    - Self-made Man
    - Military Man
- Based on students' present knowledge of Andrew Jackson, what aspect(s) of the Jackson persona would they say had the most appeal in 1828? As the students learn more about the campaign and election of 1828 and more about Jackson, they should continue to consider what made Jackson so popular.

3. While Jackson and Adams did not make campaign appearances, Jackson did have professional handlers from a variety of states who mapped out strategy, organized campaign rallies, and produced campaign materials.
Discuss the various kinds of political advertisements we see today, such as:

- Image ads that solely try to establish an image with very little content.
- Ads that emphasize the candidate's qualifications.
- Ads that portray the candidate as the outsider who will bring something new to the office. Such ads often depict the candidate as anti-corruption.
- Attack ads.
- Issues-based ads.

The purpose of discussing contemporary campaigns is to make the 1828 campaign more understandable and to provide a vocabulary students can use in their analysis. As you lead the discussion, avoid discussion of specific issues in current campaigns.

Distribute the "Chart for Analyzing 1828 Campaign Materials" on **page 7 of the PDF file** (see **Preparing to Teach This Curriculum Unit** for download instructions) and/or the **Written Document Analysis Worksheet** on the EDSITEment resource **Digital Classroom** to guide the following discussion. Model the process of document analysis for the class by working together on the document **Jackson triumphant in the great city of Philadelphia** on the EDSITEment-reviewed website **American Memory**. Help students understand how negative accusations can reflect the issues or image that Jackson was attempting to communicate (for example, an accusation of profiting from land deals would contradict the image of Jackson as a common man). Look for examples of issues reflecting regional differences, such as the tariff. Use specific information from the document to support the conclusion that it fits one or more of the categories on the chart.

Students will now work in small groups to analyze campaign materials and locate statements that reflect the issues and tone of the 1828 campaigns. Each group should receive at least one piece of pro- and one piece of anti-Jackson material from the 13 documents listed below. Each link from **American Memory** leads to a digitized image as well as access to bibliographic information, larger images, and a full-text transcription. Many of the documents listed are image files. Documents with more text are followed by asterisks. The political cartoons, which are considered campaign materials for the purpose of this exercise, are from **American Political Prints 1766-1876** on the EDSITEment-reviewed website **Harp Week**. Each of the prints is accompanied by an explanation. If desired, have student groups complete an initial analysis of their document(s) using one of the **Document Analysis Worksheets**, including the **Written Document Analysis Worksheet** and the **Cartoon Analysis Worksheet**, on the EDSITEment resource **Digital Classroom**.

Web Links:

- From **American Memory**
    - Pro-Jackson Material
        - **Address of the General Committee of Republican young men of the City of New York, friendly to the election of Andrew Jackson ... [New York 1828] ***
        - **Genl. Andrew Jackson. 1828. Protector & Defender of Beauty & Booty. Orleans**
        - **To the Free Voters of the State of Maryland ***
        - **Immorality**

- Anti-Jackson Material
    - **Jackson a negro trader. From the Nashville Banner and Whig. To the public. [Signed] Boyd McNairy. 14th July 1828 ***
    - **The Governor of Florida [Regarding the administration of General Andrew Jackson in Florida]. [Florida? 1828?] ***
    - **To the Public ***
    - **The Voice of Virginia! ***

- From **American Political Prints 1766-1876**, an exhibit of **Harp Week**.
    - Pro-Jackson Material

- **Jackson Delegate Ticket. No "favored few, booted and spurred, ready to ride us legitimately by the grace of God."**
- **To sweep the Augean Stable. For President, Andrew Jackson. For Vice-President, John C. Calhoun**
- **Jackson Ticket. Agriculture, Commerce and Manufactures.**
- **Jackson Ticket. American System. Speed the plough, the Loom & the Mattock.**

- Anti-Jackson Material
  - **Some Account of some of the Bloody Deeds of General Jackson** *

It has been said that presidential campaigning in 1828 was almost completely based on image-making.

- Do students agree?
- What indications are there that issues were also important?
- Which issues?

Assessment

Students should be able to respond effectively to the following questions:

- What were the important issues in the campaign of 1828?
- How were these issues reflected in the campaign materials?
- How would students characterize the tone of 1828 campaign materials?
- What image did Andrew Jackson and his campaign create? Was the attempt at image-making effective?

In a whole-class setting, small groups, or individually, have students analyze an archival document such as **To the freemen of Maryland. Read, pause, and reflect. Facts! Stubborn facts! ... [Signed] Anthony Wayne. [blank] [1828] Full Text Version** on the EDSITEment-reviewed website **American Memory**. How does it reflect the issues and images of the 1828 presidential campaign?

Extending the Lesson

EDSITEment offers the following complementary lessons on the campaign of 1840 that you may want to use with your class: **"William Henry Harrison and Tyler, Too: The Campaign of 1840"**.

Selected EDSITEment Websites

- **American Memory**
  [http://memory.loc.gov/ammem/]
    - **Address of the General Committee of Republican young men of the City of New York, friendly to the election of Andrew Jackson ... [New York 1828]**
      [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field (DOCID+@lit(rbpe11701100))]
    - **A Century of Lawmaking**
      [http://memory.loc.gov/ammem/amlaw/lawhome.html]
    - **Elections the American Way: Issues**
      [http://memory.loc.gov/ammem/ndlpedu/features/election/issues4.html]
    - **The Governor of Florida**
      [Regarding the administration of General Andrew Jackson in Florida].
      [Florida? 1828?]
      [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field (DOCID+@lit(rbpe01400200))]
    - **Immorality**
      [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName= rbpe02/rbpe026/02603600/rbpe02603600page.db&recNum=0]
    - **Jackson a negro trader. From the Nashville Banner and Whig. To the public.**
      [Signed] Boyd McNairy. 14th July 1828
      [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName= rbpe17/rbpe174/17401600/rbpe17401600.db&recNum=0]
    - **Jackson triumphant in the great city of Philadelphia**
      [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName= rbpe18/rbpe186/18601100/rbpe18601100page.db&recNum=0]
    - **Serious appeal!**
      [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName= rbpe18/rbpe186/18601500/rbpe18601500page.db&recNum=0]
    - **To the Free Voters of the State of Maryland**
      [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field (DOCID+@lit(rbpe02903500))]
    - **To the freemen of Maryland. Read, pause, and reflect. facts! Stubborn facts! ... [Signed] Anthony Wayne. [blank] [1828] Full Text Version**
      [http://memory.loc.gov/cgi-bin/query/r?ammem/rbpe:@field (DOCID+@lit(rbpe02903600))]
    - **To the Public (accusing General Jackson and others of fraudulent land deals, 1828)**
      [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName =rbpe17/rbpe174/17401700/rbpe17401700.db&recNum=0]

- o **The Voice of Virginia!**
  [http://memory.loc.gov/cgi-bin/ampage?collId=rbpe&fileName
  =rbpe09/rbpe092/09201000/rbpe09201000page.db&recNum=0]
- **The American President**
  [http://www.americanpresident.org/]
  - o **Andrew Jackson**
    [http://www.americanpresident.org/history/andrewjackson/]
  - o **Andrew Jackson: Biography**
    [http://www.americanpresident.org/history/andrewjackson/biography/]
  - o **Andrew Jackson: Campaigns and Elections**
    [http://www.americanpresident.org/history/andrewjackson/biography/
    CampaignsElections.common.shtml]
  - o **Andrew Jackson: Domestic Affairs**
    [http://www.americanpresident.org/history/andrewjackson/
    biography/DomesticAffairs.common.shtml]
  - o **The Power of the People**
    [http://www.americanpresident.org/history/andrewjackson/
    biography/resources/Articles/KunhardtJacksonBio.article.shtml]
- **American Studies at the University of Virginia**
  [http://xroads.virginia.edu/]
  - o **Old Hickory Campaign** (background)
    [http://xroads.virginia.edu/~ug02/reno/jackson.html]
  - o **Territorial Expansion Map for1790**
    [http://xroads.virginia.edu/~MAP/TERRITORY/1790map.html]
  - o **Territorial Expansion Map for1830**
    [http://xroads.virginia.edu/~MAP/TERRITORY/1830map.html]
  - o **Territorial Expansion Maps**
    [http://xroads.virginia.edu/~MAP/terr_hp.html]
- **Explore DC**
  [http://www.exploredc.org/index.php]
  - o **The White House**
    [http://www.exploredc.org/index.php?id=65]
  - o **White House Historical Association**
    [http://www.whitehousehistory.org/]
  - o **An Emerging Party and a Long Campaign**
    [http://www.whitehousehistory.org/04/subs/04_b_1828a.html]
  - o **Marketing a Candidate**
    [http://www.whitehousehistory.org/04/subs/04_b_1828a.html]
  - o **VOTER PARTICIPATION IN PRESIDENTIAL
    ELECTIONS BY STATE: 1824-1836**
    [http://www.whitehousehistory.org/04/subs/1828_f.html]
  - o **Dave Leip's Atlas of U.S. Presidential Elections**
    [http://www.uselectionatlas.org/]
  - o **Interactive Election Results for 1820**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/
    pe1820.html]

- o **Interactive Election Results for 1824**
  [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1824.html]
  - o **Interactive Election Results for 1828**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1828.html]
  - o **Interactive Election Results for 1832**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1832.html]
  - o **Interactive Elections Results for 1836**
    [http://www.uselectionatlas.org/USPRESIDENT/GENERAL/pe1836data.html]
- **Harp Week**
  [http://www.harpweek.com/]
  - o **American Political Prints 1766-1876**
    [http://loc.harpweek.com/default.asp]
  - o **GENL. ANDREW JACKSON. 1828. PROTECTOR & DEFENDER OF BEAUTY & BOOTY. ORLEANS**
    [http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?MaxID=25&UniqueID=13&Year=1828&YearMark=182]
  - o **JACKSON DELEGATE TICKET. No "favored few, booted and spurred, ready to ride us legitimately by the grace of God."**
    [http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?MaxID=25&UniqueID=14&Year=1828&YearMark=182]
  - o **JACKSON TICKET. Agriculture, Commerce and Manufactures.**
    [http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?MaxID=25&UniqueID=17&Year=1828&YearMark=182]
  - o **JACKSON TICKET. AMERICAN SYSTEM. Speed the plough, the Loom & the Mattock.**
    [http://loc.harpweek.com/LCPoliticalCartoons/DisplayCartoonMedium.asp?MaxID=25&UniqueID=18&Year=1828&YearMark=182]
  - o **Some Account of some of the Bloody Deeds OF GENERAL JACKSON**
    [http://loc.harpweek.com/LCPoliticalCartoons/BrowseCartoonsNav.asp?MaxID=25&UniqueID=21&Direction=F&Year=182]
  - o **To sweep the Augean Stable. FOR PRESIDENT, Andrew Jackson. FOR VICE-PRESIDENT, JOHN C. CALHOUN**
    [http://loc.harpweek.com/LCPoliticalCartoons/BrowseCartoonsNav.asp?MaxID=25&UniqueID=23&Direction=F&Year=182]
- **History Matters**
  [http://historymatters.gmu.edu/]
  - o **Gilder Lehrman Institute of American History**
    [http://www.gilderlehrman.org]
  - o **Digital History**
    [http://www.digitalhistory.uh.edu/]
  - o **Document List Page**
    [http://www.digitalhistory.uh.edu/documents/documents_p1.cfm]

o **Emergence of a New Party System**
[http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=635]

o **The Presidency of Andrew Jackson**
[http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=637]

o **The Presidency of John Quincy Adams**
[http://www.digitalhistory.uh.edu/database/article_display.cfm?HHID=636]

o **The Tax History Museum**
[http://www.tax.org/]

o **The Second American Party System**
[http://www.tax.org/Museum/1816-1860.htm]